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Educational objectives to guide the Academic Senate include: discover and convey knowledge for learning, thinking, and problem-solving; accentuate individuality, creativity, and originality; develop awareness of real social/cultural conditions in the world; enrich emotional response; show the egalitarian relationship between student and teacher. The writer finds that colleges generally operate under what he calls "the traditional" or "the productive" system of hierarchy. The traditional administrative pattern includes a rigid chain of command; fixed division of labor; motivation, control, and direction of people by persuasion, reward, or punishment; and a generally low opinion of both faculty and students. He feels the productive system is more acceptable to modern educators as it enhances both professional and student effectiveness and achievement of personal goals; withdraws administrative direction; resists compartmented and proliferating administrative titles; and rotates administrative assignments. Under this system, both students and teachers are involved in formulation of institutional policy, not its enactment. The board of trustees (which can also formulate policy), exists to establish or enact it for the district. Faculty are truly involved in policy formulation when they are sure the board will enact it to an acceptable degree; they work best on continuing problems through standing committees, their committee assignment subject only to formal ratification by the Senate. (HH)

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COLLEGE OF MARIN

A RATIONAL PLAN OF HIERARCHY AND AUTHORITY FOR THE COLLEGIATE SYSTEM

A Proposal to the Academic Senate

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Dick Martin
May, 1968

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

A RATIONAL PLAN OF HIERARCHY AND AUTHORITY FOR THE COLLEGIATE SYSTEM

Dick Martin

Introduction

The major premise of this paper is that the basic objectives of this college must be clearly identified and discussed before educators can build a rational plan which serves as an organizational format that would guide the future of the institution. It is our belief that the objectives of collegiate systems -- colleges and universities-- serve many functions. These objectives set conditions which direct the future of the collegiate system. They set down guidelines which eventually establish a system of hierarchy and authority for the institution. And finally, the objectives of a collegiate system must constitute a source of legitimacy which justifies the many and varied activities of this system.

The following educational objectives for this college are offered to the members of the Academic Senate as a preliminary format of goals which will guide the development of this college.

1. The College should exist to discover and convey knowledge and enhance the learning, thinking and problem-solving skills of students and educators.

2. The College should exist to enhance the individuality--the accentuation of personal qualities--of students and educators.

3. The College, as a system, assists educators and students to develop an effective and discriminating awareness of the conditions of the real world.

4. The College should exist to enhance in students and educators an increasing freshness of appreciation and richness of emotional responsiveness to intellectual and aesthetic phenomena.

5. The College should exist to enhance the student's and the educator's awareness of social and cultural issues which require identification, analysis, and solution.

6. The College should exist to enhance the democratic (egalitarian) character structure of students and educators.

7. The College should exist to enhance the creative and original potential of students and educators.

Two Views of Hierarchy and Authority for the Collegiate System.

Most colleges and universities seem to operate under one of two points of view with respect to the establishment of legitimate hierarchy and authority for the institution.

We shall identify these two views as the TRADITIONAL SYSTEM and the PRODUCTIVE SYSTEM. The nature of these two systems will be briefly explained with attention given to their relationship to the various organizational plans that have been proposed and/or established at this college.

THE TRADITIONAL SYSTEM

This college has traditionally been organized along the lines of a TRADITIONAL SYSTEM of hierarchy and authority. The specific plans (organizational charts) for the organization have changed somewhat, especially in recent years, but the system has always served to enforce the following principles of organization:

1. The system has sought a rigid and fixed chain of command.

2. The system has sought to develop a system of procedures and rules (the administrative manual) for dealing with all contingencies relating to the activities of educators, students and supportive personnel.

3. The system has sought to develop a fixed division of labor based on specialized job descriptions and office units.

4. The system has been built on the point of view that the administration is responsible for organizing the elements of the educational system and promoting the achievement of institutional goals.

5. With respect to people, the process has been to direct their efforts, "motivate" them, control their actions, and modify their behavior to fit the administratively designed "needs" of the institution.

6. The administration has taken the point of view that without their active intervention in the lives of educators and students, these people--the educators and students--would be passive and even resistent to organizational needs. They--the educators and students--must therefore be persuaded, "rewarded", punished, controlled--in short, their activities must be directed.

Behind this traditional view of collegiate organization there are several additional beliefs--less explicit, but widespread.

7. The average faculty member and student is by nature indolent--he works as little as possible.

8. The average faculty member lacks ambition, dislikes responsibility, prefers to be directed in his activities.

9. The average faculty member and student is inherently self-centered, indifferent to organizational needs and goals.

10. The average faculty member and student is by nature resistant to change.

11. The average faculty member is gullible and susceptible to administrative manipulation.

The system of hierarchy and authority at this college has always followed an organizational plan which contains, in rank order, the following elements:

PRESIDENT (RECENTLY SUPERINTENDENT AND THEN PRESIDENT)
↑
DEAN
↑
ASSISTANT DEAN
↑
COORDINATOR
↑
DIVISION (MORE RECENTLY DEPARTMENT CHAIRMAN)
↑
FACULTY MEMBER
↑
STUDENT

Our point of view is that this elongated chain of command to establish hierarchy and authority within this institution is no longer necessary nor desirable. We suggest that this drawn out system be trimmed considerably so that this College can move to a modern system of organizational values that are based on humanistic-democratic ideals. The depersonalized mechanistic value system of bureaucratic hierarchy and authority will not be effective if this college wishes to adhere to the organizational objectives identified on the first page of this proposal.

THE PRODUCTIVE SYSTEM

We belive our PRODUCTIVE view of institutional hierarchy and authority will be far more acceptable to most contemporary educators and students. This system of collegiate organization will be far more effective in the effort to meet the organizational objectives identified on the first page of this proposal. The PRODUCTIVE view of collegiate organization is based on the following suppositions regarding the behavior of educators and students.

1. The College administration is responsible for organizing the supportive resources which enhance the professional effectiveness of faculty and the academic effectiveness of students.

2. Faculty members carry with them a large measure of organizational responsibility. They do not need or require administrative "direction" in their activities unless it is specifically requested.

3. The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behavior toward organizational goals are all present in faculty members. The administration does not put them there. It is the responsibility of administration to make it possible for faculty members and students to recognize and develop these human characteristics for themselves.

4. The essential task of administration is to arrange organizational conditions and methods of operation so that people can achieve their <u>own</u> goals best by directing <u>their own</u> efforts towards the organizational objectives identified on the first page of this proposal.

5. This whole process serves primarily to create opportunities, release potential, remove obstacles, encourage growth, and provide guidance. It is a college administration that, through leadership, encourages the achievement of <u>objectives</u>, not <u>control</u>.

6. Every effort is made not to let the institution lapse into a "community of specialists". We recommend that the institution resist tight and compartmentalized administrative assignments. In fact, we encourage the <u>rotation</u> of administrative assignments almost without exception.

7. As can be seen below, we recommend that there <u>not</u> be a proliferation of administrative offices and titles. In addition, we do not accept titles for administrative positions that do not reflect the image of higher education. Such titles as superintendent, deputy superintendent, assistant superintendent, personnel officer, coordinator are <u>not</u> acceptable under our organizational framework.

A system for efficient managerial work at this college, under the principles advanced by our PRODUCTIVE view of collegiate organization, would be as follows:

PRESIDENT (OF THE ENTIRE DISTRICT)
↑
ACADEMIC DEAN (ONE FOR EACH COLLEGE WITHIN THE DISTRICT)
↑
ASSOCIATE DEAN (FOR BROAD AREAS OF ADMINISTRATIVE RESPONSIBILITY)
↑
THE FACULTY (INCLUDING CHAIRMEN OF DEPARTMENTS)

The system of hierarchy and authority to convey the accomplishments of the <u>committee system</u> at this college is simple and direct. We recommend that it fit the following pattern:

↑
BOARD OF TRUSTEES (OF THE ENTIRE DISTRICT)
↑
THE COLLEGE COUNCIL <u>OR</u> THE ACADEMIC SENATE
↑
COLLEGE COMMITTEES

<u>Faculty Involvement in the Formulation of Policy</u>

In the productive collegiate system the educators and students are involved in the formulation of institutional policy. This involvement does not mean that the faculty <u>enacts</u> policy, except with respect to its own activities. Policy formulation and policy enactment are two different activities carried out by separate groups within the district. The faculty formulates policy by stating definitely and systematically its position on a wide range of issues affecting the institution. The Board of Trustees,

while itself a body which might formulate policy, exists to enact or establish policy for the College district.

Faculty involvement in the formulation of institutional policy is not a clearly defined activity in the minds of some administrators and trustees. Some administrators and trustees believe that the faculty are involved in policy formulation if they--the faculty--discuss and debate policy issues. This means that if administrators and trustees converse with faculty members over policy matters, the latter have been properly involved. Actually the words "discuss" and "debate" as used in this paper must be understood in a restricted sense. They are not intended to suggest a free-ranging and contradictory dialogue around clearly-stated alternatives, but an active popular participation by faculty members in the interpretation of an administrator's or trustee's doctrine. We suggest that faculty members introduce the following definition of acceptable involvement each time they participate in sessions devoted to the formulation of institutional policy:

> Faculty members are properly involved in the formulation of institutional policy when they are assured, by clear and obvious proof, that their plans and concepts will appear to an acceptable degree in the policy enactments of the Board of Trustees.

The Organizational Position of Standing Faculty Committees

The "committee system" of an institution of higher learning is the academic man's answer to an orderly and responsible framework of authority for opening, discussing and solving problems that affect the institution. The college committee system is a swift and effective framework for problem-solving and decision-making if it is not manipulated or subverted by the administrative staff. We recommend, therefore, that the Academic Senate not sanction administrative advisory committees of any type for any purpose. This does not mean that faculty members and administrators will not and can not meet together in committee fashion to discuss and debate many institutional concerns. It does mean that standing faculty committees--a standing faculty committee exists to open, discuss and solve continuing problems of consequence to the institution--will, in the future, be formed through the orderly procedures of the Academic Senate and thus be placed in a position of trust, reliance and confidence within the established college committee system. As standing committees are established and sanctioned by the Academic Senate we recommend that the individual faculty positions be voted upon at a formal session of the Academic Senate. It seems to us that the practical procedure for committee assignment of faculty members will continue as it has in the past. A faculty member requests assignment on one or more committees and is placed in this assignment subject only to the formal ratification of the Senate.

Bob Essig

The system should produce an authoritative decision-making process which obtains judgements out of consensus where the consensus derives from empirically oriented bodies which draw their representation from the student body and from the professional staff.

To achieve the above it seems to me that the natural antagonisms produced by the traditional hierarchically structured system must be eliminated and that this can best be done by:

1. Reexamining, restating and enlarging upon the objectives of the junior college.

2. Committing all certificated persons to the realization of them by making all certificated persons educators to some degree and thereby creating a sense of commonality rather than a feeling of antagonism. Instead of promoting division through specialization implicit in the terms "administrator" and "faculty" the a above would cultivate a sense of community out of the shared administrative-faculty responsibility resulting in such terms as:

   Administrator-faculty — Deans, Assistant Deans

   Faculty-administrator — Department Chairmen

   Faculty

3. Developing a policy formation process which is obligated to follow the rational-empirical approach and which takes place in an open representative setting.

The ACADEMIC COMMITTEE SYSTEM

A system whereby the faculty authority formulates and adopts
policy conclusions prior to policy enactment by the Board of Trustees

BOARD OF TRUSTEES

↑

ACADEMIC SENATE

↑

FACULTY COMMITTEES

ADMINISTRATIVE HIERARCHY OF THE COLLEGIATE SYSTEM

COLLEGE PRESIDENT

(one position)

↑

ACADEMIC DEAN

one position on each campus)

↑

ASSOCIATE DEAN

(one position for the following broad areas of administrative activity)

Environmental Design

Instructional Research and Development

Student Affairs

Evening College

All administrative positions are held by educators- Educators holding administrative positions participate on faculty committees as voting members-

The INSTITUTIONAL POSITION OF TECHNICAL PERSONNEL

Technical personnel are <u>specialists</u>. They devote their attention to particular (limited) <u>subjects</u> or <u>pursuits</u>.
The following specialists lend their assistance to educators and their committees when required; however, they are not persons who hold voting authority in the process of developing policy conclusions.

BUSINESS MANAGER

SUPERVISOR-PLANT FACILITIES

SUPERVISOR-PUBLIC INFORMATION OFFICE